

LA RAZA. THE 1825 N McDONALD ST. ADOBEY "THE GATE" R E D R A Z A !

LA RAZA-TWE

Digitized by srujanika@gmail.com

"Mexican not like American who are other Americans of immigrated largely ethnic are this immigrants countries descendants of the oceans who came from the earliest cutting across to can their countrys homelands did not come American to at all to American them. Rather this quered society. They entered the war with people following a conquest of Mexico in 1848 the Southwest by the United States." by the of the and

Report of Introduction
sion on the Civil U.S. to
Rights. Commis-

"What a terrible irony it is that the very people who harvest the food we eat do not have enough food for their own children."

ADELANTE

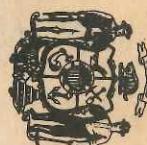


"The dominance of Anglo values is apparent in the curricula on all educational levels, which ignores or curtricula on all educational levels, which ignores or dinigrates Mexican American climate which the use of the Spanish language; in the mores and the Mexican American community from full exclusion of the Mexican American community from full participation in school policies and practices." extract from the letter to the President of the Senate, the Speaker of the House of Representatives and the House of Representatives on May 1972 from the U.S. Commission on Civil Rights on May 1972

LET TUE
BOYCOTT
Boycott Letter

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Boycott Letter

... extract from the letter to the President of the Senate, the Speaker of the House of Representatives and the House of U.S. Representatives on May 1972 from The U.S. Commission on Civil Rights on May 1972 concerning to school policies and practices."



State of Wisconsin

DEPARTMENT OF INDUSTRY

LABOR and HUMAN RELATIONS

WISCONSIN STATE EMPLOYMENT SERVICE

A new computerized job placement system that will supply updated job vacancy listings daily to 71 locations throughout Wisconsin is tentatively scheduled to begin operation Jan. 4.

The State Department of Industry, Labor and Human Relations said its Job Bank network will include every local office of the Wisconsin State Employment Service, the work Incentive (WIN) program, and the Concentrated Employment Program (CEP).

Philip E. Lerman, the department's chairman, said 12 other agencies in the Milwaukee area also will be incorporated into the system, including the Urban League, the American Indian Movement, the Curative Workshop, the Jewish Vocational Service, United Migrant Opportunity Services, the Inner City Development Project, and the Milwaukee County Welfare Department.

The basic principle of the Job Bank is the quick collection, through a computerized system, of all available jobs in a labor market as submitted to the Employment Service local offices by employers.

Daily listings enable a job seeker to select from whatever is available and suitable for him.

Funded by the U.S. Department of Labor, the initial pilot project in Madison and Milwaukee, which began in July of 1970, cost \$100,000.

Expansion of the system on a statewide basis initially will cost \$98,000, with yearly operating costs estimated to be \$313,000.

Lerman said that the advantages of the new system include greatly improved service to employers and applicants and faster placements. In addition the computer can be

(This Page Paid For by the Employment Security Division
of the Wisconsin DILHR)

DEPARTMENT OF INDUSTRY, LABOR AND HUMAN RELATIONS

Please note our new address, effective November 1:

201 E. Washington Avenue
Madison, Wisconsin 53702

Correspondence can be addressed as follows:

Employment Security Division:
Wisconsin State Employment Service

Equal Rights Division

Unemployment Compensation Division

Workmen's Compensation Division

Industrial Safety & Bldgs. Division

Apprenticeship & Training Division

Administrative Division

complaints: 55 received
action taken: 52

SINCE AUGUST 21, 1972

136 Inspections made
102 Reinspections made
625 Violations ordered
corrected
231 Violations corrected

The above list of migrant camps was submitted to the State Attorney General's office by the Department of Labor for action as a result of camp violations this summer.

✓1. Elmer Robran, Walworth County	✓2. Chester David, Walworth County
✓3. Dean Kincaid Enterprises, Inc. Waukesha County	✓4. Ray Van Beck, Milwaukee County
✓5. Steve Slinger, Dodge County	✓6. David Schoeppe, Racine County
✓7. Glen Smith, Kenosha County	✓8. Jacob Kammerzell, Kenosha County
✓9. Roen Orchards, Door County	✓10. Merne Gilles, Oconto County
✓11. Fruit Growers Co-op, Door County	✓12. Edwin Poehler, Door County
✓13. Bryon Schroeder, Oconto County	✓14. Curtis LaCourt, Oconto County
✓15. Huebner Bros. (Cucumber Heights) Waupaca County	✓16. Huebner Bros. (Walla Walla) Waupaca County
✓17. Roy Helding, Racine County	✓18. Richard Gagas, Portage Co.
✓19. Pearl Walgren, Door County	✓20. Albert Potts, Waushara County
✓21. Henry Lauritzen, Waushara County	✓22. Van V. Harris, Waushara County
✓23. Elwyn Johnson, Waushara County	✓24. Godfrey Bogardt, Racine County
✓25. Margarito Polanco (formerly Shioceton Kraut Co.) Outagamie County	✓26. Marks Bros. #125, Wautoma, Waushara County
✓27. Robert Funk, Racine County	✓28. John Hodkiewicz, Oconto County
✓29. Orin Kirschenlohr (Camp #1) Adams County	✓30. Orin Kirschenlohr (Camp #2) Adams County
✓31. Merl Bacon, Waushara County	✓32. William Kollock, Portage County
✓33. Norbert Carey, Oconto County	✓34. LeRoy Olson, Abrams, Oconto County
✓35. Oliver Hansel (Camp #1) Waushara County	✓36. Oliver Hansel (Camp #2) Waushara County
✓37. Curtis LaCourt, Oconto County (2nd closing order)	✓38. Prosper Gosh, Portage County (#27) (preparing)
✓39. Ronald Nelson, Outagamie Co. (preparing) <u>VOIDED</u>	✓40. Buller Bros. (Lewiston Camp) (preparing)
✓41. John Jones #477, Waushara County	✓42. Ralph Robran #59, Waterford, Racine County
✓43. G. R. Kirk, #579, Wild Rose, Waushara County	✓44. G. R. Kirk, #364, Wild Rose, Waushara County
✓45. Larsen Co. #226, Brillion, Calumet County	✓46. Garth Towne #141, Waushara County
✓47. Lakeside Packing #228, Manitowoc County	✓48. Lakeside Packing #228, Manitowoc County
✓49. Amel Bannach #576, Custer, Portage County	✓49. Amel Bannach #576, Custer, Portage County
✓50. Max Haviland #502, Portage County	✓51. Michigan Fruit Canners #494, Columbia County
✓52. Michigan Fruit Canners #493, Columbia County	✓53. Howard Williams, #50, Adams County
✓54. Fred Frater #369, Portage County	✓54. Fred Frater #369, Portage County
✓55. Edwin Yeska #154, Waushara County	✓56. Richard Yeska #153, Waushara County
✓57. E. F. Wilcox #151, Waushara County	✓58. Harold Gatzke, #100, Waushara County
✓59. Harold Gatzke, #101, Waushara County	✓60. Frank Poehler, #192, Door County
✓61. W. E. Widmann, #543, Jefferson County	

ZIP
53701

CIVIL RIGHTS AND EDUCATION FOR THE SPANISH SPEAKING

1. The implementation of bilingual and bicultural programs.
2. The hiring of more Mexican American teachers and counselors.
3. The right to speak Spanish on school grounds.
4. The right to select students for such positions as class representative, student body president, and cheerleader, through popular elections rather than faculty appointments.

Within the last few years, concern has been rising among Mexican Americans, Puerto Ricans, and other Spanish speaking groups over inequality of educational opportunity available to their children. For Mexican Americans and other Spanish speaking groups, the quest for equal educational opportunity involves more than desegregation and equalization of resources, important as these issues are. It also involves reversing programs and policies which work to make the native language and culture of Spanish speaking people an educational handicap.

Practices which have limited the ability of Spanish speaking students to progress educationally include: prohibition of the use of Spanish; placement of minority children in Educable Mentally Retarded (EMR) classes, not because they belong there but because they have an insufficient knowledge of English; the lack of language programs to prepare the Spanish speaking child to participate fully in the present English educational program; and failure to include Mexican, Mexican American, and Puerto Rican history and culture in the school curriculum.

Practices such as these have, in varying degrees, characterized the schools which Mexican Americans and Puerto Ricans attend. Some educators have argued that the different child must give up his native language and culture in order to succeed in life. They have reasoned that the best way to teach English language skills, and to inculcate Anglo middle class values in the Spanish speaking child, is to place him in a regular school program designed for the English speaking child. In this way, they argue, Chicano youngsters would be "forced" to learn English and "become American".

The failure of this approach is reflected in the achievement record for Spanish speaking students. The 1969 Mexican American Education Study of the United States Commission on Civil Rights shows that Chicano students are far behind Anglos in reading achievement and drop out of school at a rate about three times that of Anglo students. During the last year and a half, this failure has also resulted in a series of confrontations between various school systems and Mexican American communities. In schools in a number of cities in the Southwest thousands of Mexican American students have walked out of classes, charging that they were victims of discrimination. Their demands fall into four major categories:

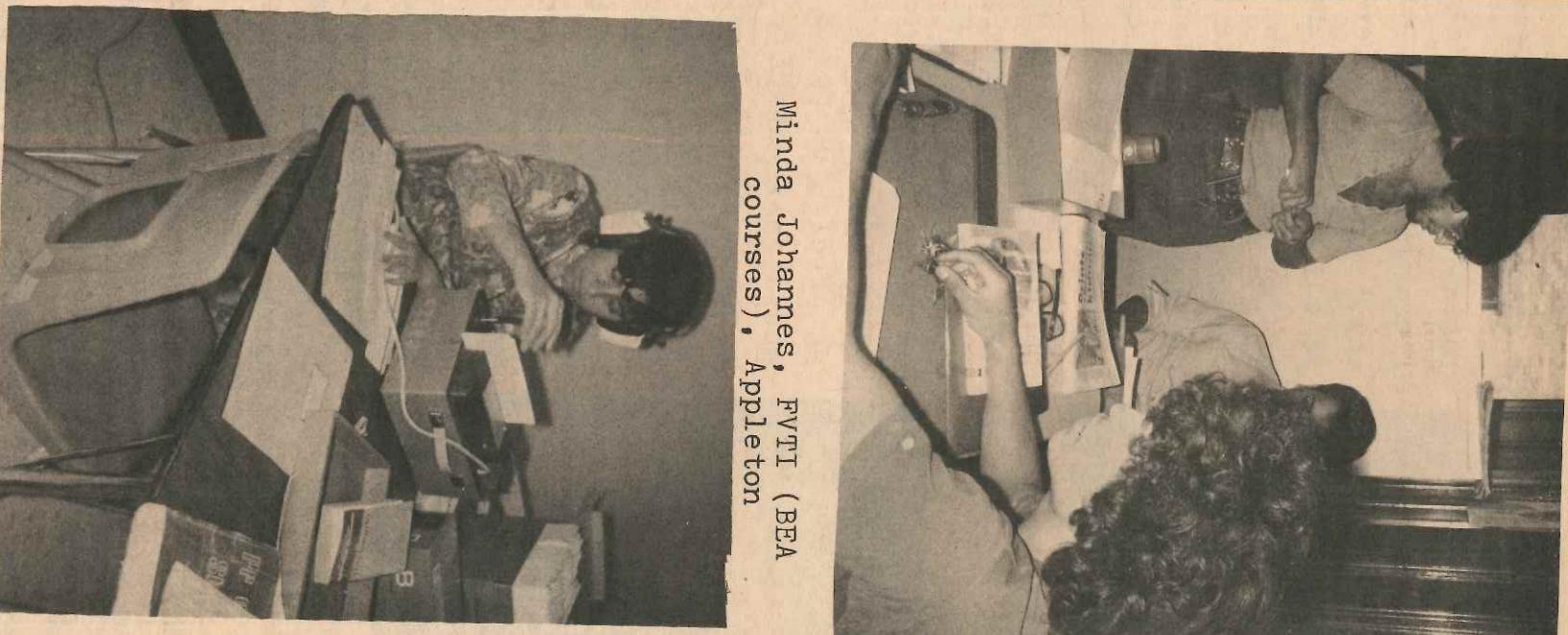
Spanish speaking persons and segments of the Anglo community have begun to attack aspects of American education which threaten to destroy the cultural heritage of Spanish speaking people and prevent them from becoming productive members of this society. Significant steps have been taken to end discriminatory treatment based on language and cultural differences and to develop effective bilingual and bicultural programs. Encouraging developments also have been noted in school desegregation and in migrant education.

HEW GUIDELINES

In May 1970, the U.S. Department of Health, Education, and Welfare took the first official step toward prohibiting discriminatory treatment of children with language and cultural differences. A memorandum was issued to all school districts having five percent or more national-origin minority children, clarifying responsibilities for providing equal educational opportunity. The four points in the memorandum:

- (1) Whenever language excludes national-origin children from effective participation, school districts must take steps to rectify the language deficiency.
- (2) School districts must not assign pupils to Educable Mentally Retarded classes on the basis of criteria which essentially measure English language skills; nor may they deny students access to college preparatory courses on the basis of the school's failure to teach language skills.
- (3) Any ability grouping or tracking system must be designed to meet these needs as soon as possible, so as not to operate as a dead end educational track.
- (4) School districts are responsible for notifying the parents of national-origin students of school activities called to the attention of other parents, even if it must be done in a language other than English.

Since this memorandum HEW's Office for Civil Rights has worked with community groups in developing guidelines for district compliance relative to EMR placement. As of June 1971, these specifications were in the final stages of development before becoming official HEW policy, at which time districts must be in compliance in order to receive Federal aid. The Office is now drawing up the guidelines for compliance with other points of the memorandum.



Minda Johannes, FVTI (BEA courses), Appleton

BILINGUAL EDUCATION PROGRAMS

Equal educational opportunity for Spanish speaking children will not be achieved solely through prevention of discriminatory practices. Effective language programs also are needed. One of the guidelines in the HEW memorandum was directed at this problem. It asserted that "school districts must take steps to rectify the language deficiency", whenever language excludes children from effective participation.

Passage of Title VII of the Elementary and Secondary Education Act in 1968 was a distinct help. It authorized funding of bilingual education programs for children from low-income families who have limited English speaking ability. The basic goal is to enable children from a non-English speaking environment to progress through school at the same rate and level as children from an English speaking environment.

The ideal bilingual education program is conducted both in the mother tongue and English and includes instruction in all subjects. Since an important objective is the development of the child's self-esteem and cultural pride, study of the mother tongue should become an integral part of the program.

There are few true bilingual programs, but most of them contain at least some parts of the ideal program. Title VII appropriations have risen from \$21.5 million in Fiscal Year 1970 to \$25 million in 1971. The number of bilingual programs also has grown. During Fiscal Year 1971, 131 bilingual programs were funded, most of which were for Mexican American and Puerto Rican children.

Although many children have been reached, their number is a very small percentage of those who need bilingual education. The Commission on Civil Rights' Mexican American Education Study found that although nearly half of Mexican American first-graders do not speak English as well as their Anglo peers, only a minute percentage are in some type of bilingual education or English-as-a-second-language program.

Title VII appropriations are not meeting the needs. However, additional funds for bilingual education may be made available through a proposal now before Congress to earmark a portion of the \$1.5 billion Emergency School Aid funds for these programs.

Angelo, Antonio, Jesus:
CHICANOS UNIDOS, UW-O

In another case, Perez v. School District, Justice has intervened in the Mexican American plaintiffs' court of appeals, and compliance investigations have been made. The HEW Office indicates a growing proportion of Chinantly minority students, which increased slightly from 6 to 68 percent in 1970. An increase has occurred in school districts.

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CONCLUSION

Desegregation, incorrect placement in Educable Mentally Retarded classes, discriminatory treatment based on language and cultural differences, and migrant education are issues bearing on equal educational opportunity for Mexican Americans and Puerto Ricans. These issues have sharpened during the last 18 months. Other educational issues are emerging. Lawsuits have been filed or are being prepared alleging that predominantly Mexican American districts receive less State aid per pupil than Anglo districts. Students have demanded better school facilities. Participants in *Teatros Campesinos* [theatrical groups composed of Chicano students] have depicted the discriminatory treatment of Chicanos by teachers in some classrooms. Future reports of the Commission's Mexican American Education Study and the Commission's Puerto Rican Project will present findings on these and other practices. To illustrate the impact of the school environment on student performance, relationships between student development and various school practices and conditions also will be examined.

Exceedingly high dropout rates, low achievement scores, inability to integrate into the larger society, and subsequent low participation in higher education all attest to the fact that education for Mexican Americans, Puerto Ricans, and others of Hispanic origin is decidedly deficient. Unless it can become, in every way, equal to the best educational opportunities offered in this country, it will diminish the potential of the individual and the total fabric of American life.

LEGAL ACTION

A number of suits have been filed to seek to end the practice of placing children in Educable Mentally Retarded classes based on language criteria. One suit, *Diana v. California State Board of Education*, was settled out of court after the State agreed to accept bilingual and bicultural testing standards and other changes in EMR placement procedures. The State also agreed to adopt a permanent system of testing to define guidelines for transitional EMR programs and to gather statistics on EMR enrollment. The State must justify any unreasonable ratio of minority children in EMR classes. Another California suit, *Arreola v. Santa Ana School Unified District*, is in litigation.

A third suit, *Covarrubias v. San Diego Unified School District*, concerned incorrect assignment of Mexican American and black students to EMR classes. The plaintiffs have asked the school district to

DESEGREGATION

Information from HEW's Office for Civil Rights and the Mexican American Education Study of the Civil Rights Commission has described for the first time the extent to which Mexican American students in the Southwest are segregated both by district and by school. About 30 percent of all Chicano pupils attend school in predominantly (over 50 percent) Mexican American districts. The geographic concentration of the Mexican American population in certain areas of the Southwest partly explains this. Nevertheless many students are isolated in predominantly Chicano districts bordering on predominantly Anglo districts.

Approximately 45 percent of Mexican American pupils attend predominantly Chicano schools, and 20 percent are in schools 80-100 percent Chicano. Some of these youngsters live in heavily populated Chicano districts and automatically attend such schools.

Many others are isolated in schools whose Mexican American composition is substantially greater than that of the district as a whole.

Large city school districts account for a disproportionately high percentage of Chicanos in ethnically imbalanced schools.

Several recent court cases have dealt with this problem. One of special significance, *U. S. v. State of Texas*, involved segregation of Chicanos and Anglos in two neighboring districts in Del Rio, Texas.* Isolation by district is a key desegregation issue in Texas. Nearly 60 percent of Chicano students are

dealt with this problem. One of

numerous other suits have involved school desegregation for Mexican Americans within individual districts. *Crawford v. Board of Education of the City of Los Angeles* is one of the more notable.

California is the only Southwestern State that has taken regulatory action to eliminate ethnic imbalance. Furthermore, Los Angeles City School District, the largest in the Southwest, contains about 20 percent of California's Chicano students and 45 percent of those attending imbalanced schools.

While maintenance of separate schools for Chicanos has never been sanctioned by any State Statute,

ignores the *Cisneros* decision when, in *Ross v. Eckels*, it ordered the pairing of 27 Chicano and black schools in Houston. The court stated that the United States includes Spanish Surnamed Americans** in white enumeration figures, yet cited HEW statistics listing this group separately from whites and other minorities. HEW data for Houston show that the proportion of Mexican Americans in predominantly minority schools increased from about 65 percent to more than 70 percent between 1968 and 1970.

Judge Alfred Gitelson of the Superior Court of Los Angeles County

ruled that the district had practiced *de jure* segregation. School boards are agents of the State and their decisions constitute State action, he argued. He found that the Los Angeles school board knowingly built schools and established attendance zones to create and perpetuate separation of Chicanos and blacks from Anglos.*

In another important case, *Cisneros v. Corpus Christi Independent School District*, a decision was handed down by a Southern

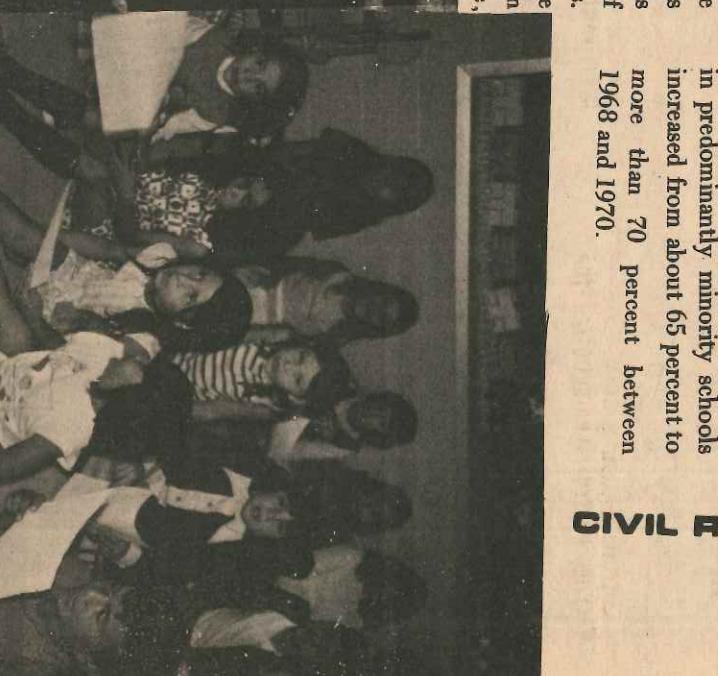
district court judge that Mexican Americans are an identifiable ethnic minority, have been subject to discrimination, and are therefore entitled to the protections of the 1954 *Brown* decision. The opinion also stated that school board practices regarding attendance boundaries and school construction were calculated to maintain and promote segregation and the district was operating a *de jure* school system.

CIVIL RIGHTS DIGEST

A Quarterly of the U.S. Commission on Civil Rights/December 1971

SCHOOL DESSEGREGATION

CIVIL RIGHTS



Title I, Summer '72, Appleton

AND PERCENTAGE OF SPANISH SPEAKING AMERICANS ATTENDING SCHOOL AT INCREASING LEVELS OF ISOLATION

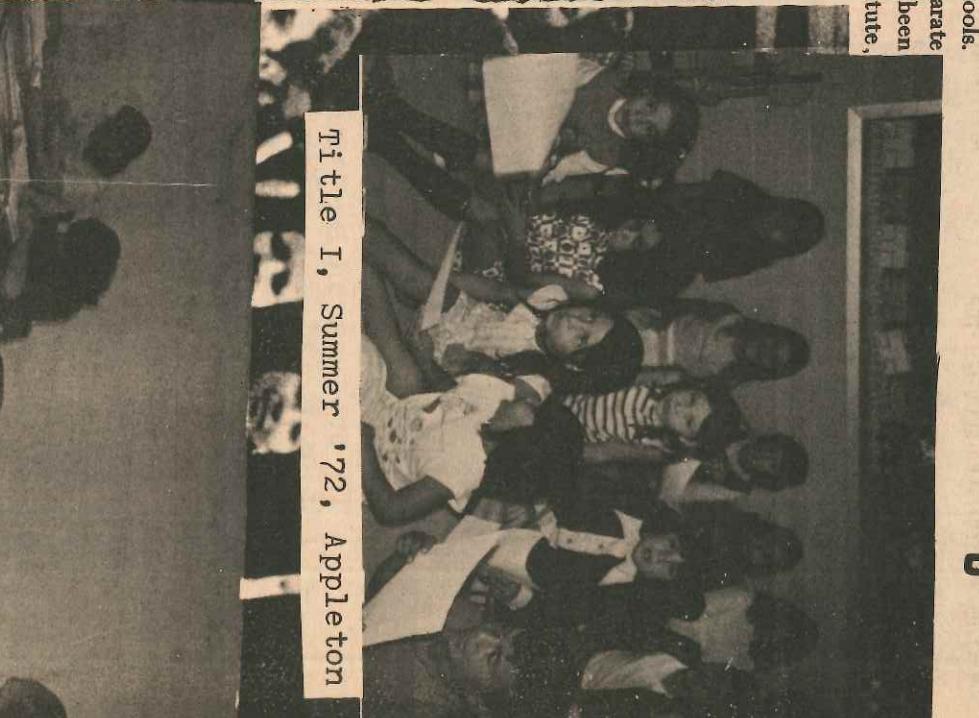
FALL 1968 AND FALL 1970 ELEMENTARY AND SECONDARY SCHOOL SURVEY

For the Five Southwestern States -- Arizona, California, Colorado, New Mexico, & Texas

Spanish American Students	PCT	Minority Schools Number	PCT	Minority Schools Number	PCT	Minority Schools Number	PCT	Minority Schools Number	PCT	Minority Schools Number	PCT	Minority Schools Number	PCT	Minority Schools Number	PCT	Minority Schools Number	PCT	Minority Schools Number	PCT
1,397,586	17.3	340,943	45.9	756,643	54.1	414,689	29.7	292,737	20.9	215,688	15.4	77,292	5.5	31,159	2.2	1,2	1.2	Joel, Eddie, Larry	
1,545,068	18.3	701,112	45.4	843,956	54.6*	467,903	30.3*	307,208	19.9	223,102	14.4	57,751	3.7	18,714		-7	(FVII) Appleton		



1,397,586 17.3 340,943 45.9 756,643 54.1 414,689 29.7 292,737 20.9 215,688 15.4 77,292 5.5 31,159 2.2 1,2 Joel, Eddie, Larry



1,545,068 18.3 701,112 45.4 843,956 54.6* 467,903 30.3* 307,208 19.9 223,102 14.4 57,751 3.7 18,714 1.2 -7 (FVII) Appleton

WISCONSIN

WISCONSIN STATISTICAL REPORTING SERVICE

Box 5160, Madison, Wisconsin 53705

U. S. Dept. of Agriculture Wis. Dept. of Agriculture
Statistical Reporting Service Division of Information



- FOOD PROCESSING AND AGRICULTURE -

Commodity

1971/1 1970 1969 1968 1967

Commodity	1971/1	1970	1969	1968	1967
Vegetable crops	-	89,706	87,383	88,074	84,283
Potatoes	-	29,220	28,959	23,011	26,011
Peas, green	-	15,136	13,967	15,739	16,560
Corn, sweet	-	12,883	12,214	14,962	11,285
Beans, snap	-	8,122	8,351	7,517	7,430
Onions	-	938	1,138	2,036	1,511
Cabbage	-	2,832	2,953	2,718	3,280
Lettuce	-	2,392	1,539	1,969	2,437
Cucumbers	-	5,929	4,468	6,161	3,743
Beans, lima	-	1,024	1,310	1,453	1,318
Beets	-	1,301	1,474	2,079	1,213
Carrots	-	2,150	2,685	2,244	2,340
Mint	-	1,994	2,097	2,087	1,952
Other vegetable crops	-	5,785	6,128	6,102	5,123

The numbers above do not tell us much about migrant contribution to the economy of Wisconsin. We are undertaking a study that will reflect the migrant labor force as a vital element of this production. Look at the millions of dollars of production; Wisconsin ranks second only to California in many aspects; 70.2% of the labor force are hard working people from Texas. Wisconsin has a debt to pay to this workers and serious mistakes to correct such as the rejection, frustration, and misery of these noble workers.

VEGETABLES FOR PROCESSING: 1971 ANNUAL SUMMARY

Harvested acreage of the principal canning crops in Wisconsin was 316,160 acres in 1971. This was only 2% above the 308,580 acres in 1970 and 1% over the 311,870 acres in 1969. Production from the nine principal processed vegetable crops in the State totaled 1,002,850 tons, 14% above the 881,300 tons in 1970 and 19% above the 845,100 tons in 1969. The combined value of these crops was \$46,612,000. This was 7% above the \$43,390,000 of 1970 and 14% over the \$40,735,000 of 1969. Harvested acreage in the State was again the largest in the Nation and accounted for 19.2% of the total in the United States. This is up from the 19.1% in 1970 and 18.2% in 1969. Wisconsin ranked 2nd in production and value of processed vegetables in the Nation. Wisconsin led all other states in harvested acreage of green peas, sweet corn, snap beans, beets, and cabbage for sauerkraut.

WISCONSIN'S RANK IN THE NATION'S AGRICULTURE: CROPS

Commodity	Rank among states	Production	% of U.S.
Corn for grain	8	203,603,000 Bu.	3.7
Corn for silage	1	11,464,000 Tons	10.5
Oats	4	93,635,000 Bu.	10.7
All hay	1	10,950,000 Tons	8.4
Cherries, tart	3	8,350 Tons	6.0
Cranberries	2	700,000 Bbl.	31.7
Maple Syrup	6	56,000 Gal.	5.8
Cabbage, early fall	2	2,004,000 Cwt.	5/ 21.9
Carrots, early fall	2	1,190,000 Cwt.	18.3
Sweet Corn for processing	1	538,800 Tons	26.3
Green peas for processing	1	146,350 Tons 6/	28.1
Beans, lima for processing	3	6,650 Tons 6/	8.2
Beans, snap for processing	1	129,750 Tons	21.8
Beets for canning	2	67,650 Tons	35.7
Cabbage for sauerkraut	2	69,050 Tons	29.4
Cucumbers for pickles	5	41,350 Tons	7.3



chicano—History and

ETHNIC AND MINORITY

STUDIES

The Board of Regents of the Wisconsin State Universities System has created an Ethnic and Minority Studies Center at WSU-Stevens Point.

One of the obligations of the Center will be to develop bibliographies, syllabi, booklists, etc. to be used in newly established courses in Ethnic and Minority Studies in the University System.

It is hoped that very soon a Ethnic and Minority Studies Newsletter will be started.

Directing the Center is Mr. Norman Lederer who last year also served as director of the Center when it had its location at WSU-Platteville

It may be the diplo-
to know that our left guard is up at the
same time.

had ETHNIC AND MINORITY STUDIES IN WISCONSIN

Mr. PROXIMIRE. Mr. President, this past July the Wisconsin State universities system established an Ethnic and

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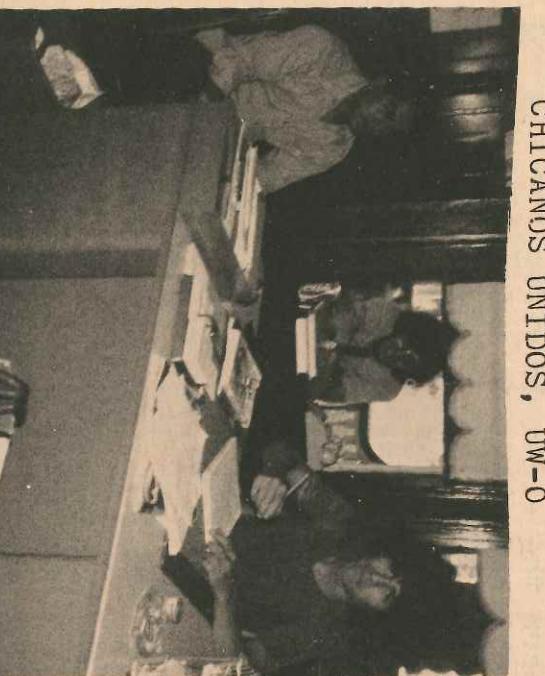
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CHICANOS UNIDOS, UW-O



Carlos Mireles, UW-O

"CHICANOS UNIDOS" comenterio... Paginas.

Culture a Must

\$1775

may very well be considerable merit in maintaining somewhat nonengaged with a majority culture plagued with war, economic depression, crime and racism.

In July, as you all know, the Board of Regents of the Wisconsin State Universities system made known its commitment to the creation of a state-wide coordinated effort to further understanding of ethnic pluralism in the state of Wisconsin. The Regents resolution created an ethnic and minority center at WSU-Platteville having the purpose of establishing a pilot program which could be adapted in whole or part or adapted to fit local program needs, in the State University system. I am exceedingly fortunate in being associated with this new, exciting program.

The ethnic and minority studies center will be involved in the development and coordination of curricula of an ethnic minority nature on the various state campuses. It will act as a clearinghouse for statewide information concerning ethnic and minority studies and groups and as a catalyst for action in bringing into being new programs and new approaches in order to define and analyze America's and Wisconsin's ethnic and minority heritage. A statewide communications network will be established involving those on the various campuses concerned with ethnic and minority studies in which regular mailing and a newsletter will be used in an attempt to tie together the disparate strands dealing with cultural pluralism.

There will be every effort made to involve members of ethnic and minority groups in the planning and implementation of this program. Students of an ethnic or minority background will, it is hoped, be trained as analysts of their group background, bringing to bear their special insights into their own cultural milieu.

This program is not, however, one designed "for" various ethnic and minority groups. It is not an attempt to segregate academically any students on the WSU campuses by providing courses which someone or another thinks those students want. The ethnic and minority studies center is concerned with all of the students in the WSU system in seeking that this center is not a reaction to anything or anyone. It is the result of the dawning of the realization that America's

strength and character is based to a considerable extent on the special contributions—the blood, sweat and tears, if you will—of millions of non-white, non-Anglo-Saxon, non-Protestant peoples in the American past and present. Their past and continued contributions must be recognized and understood by the Wisconsin State Universities system if it is to be truly a "Peoples University." This emphasis is not only an attempt to open channels of communication and understanding in a society ridden by alienation and polarization. It may very well be, Gentlemen, part of the solution to the immense problem of whether or not this country will endure.



APPLETON

Appleton: las autoridades escolares de Appleton, este año por primera vez, están haciendo un esfuerzo para que los niños migrantes

se sientan bienvenidos. Tres maestras de la escuela de verano, organizadas por La Raza Inc., continuarán con ellos para ayudarles en sus

tareas y trabajos. Los maestros y los niños de la escuela Lincoln se sienten orgullosos de tener entre ellos a amigos de Brownsville que saben hablar español.

Against the

INCONSEQUENCIA



ARGUYE DE INCONSECUENCIA EL GUSTO
Y LA CENSURA DE LOS HOMBRES, QUE
EN LAS MUJERES ACUSAN LO QUE CAUSAN

* * * * *
AGAINST THE INCONSEQUENCE OF MEN'S
DESires AND THEIR CENSURE OF WOMEN
FOR FAULTS WHICH THEY THEMSELVES
HAVE CAUSES

Hombres necios que acusais
a la mujer sin razón,
sin ver que sois la ocasión
de los mismo que culpais:

si con ansia sin igual
solicitais su desdén,
por qué quereis que obren bien
si las incitais al mal?

¿Que humor puede ser mas raro
que el que, falto de consejo,
el mismo empara el espejo
y siente que no este claro?

Con el favor y el desdén
teneis condición igual,
quejandooS, si os tratan mal,
burlandoos, si os quieren bien.

Opinión, ninguna gana;
pues la que mas se recata,
si no os admite, es ingrata,
y si os admite, es liviana.

Siempre tan necios andais
que con desigual nivel,
a una culpais por cruel
y a otra por facil culpais.

Dan vuestras amantes penas,
a sus libertades alas,
y despues de hacerlas malas
las quereis hallar muy buenas.

Cual mayor culpa ha tenido,
en una pasión errada;
la que cae de rogada,
o el que ruega de caído?

O cual es más de culpar,
aunque cualquiera mal haga;
la que peca por la paga,
o el que paga por pecar?

Pues para que os espantais
de la culpa que teneis?
Quered las cual las haceis
o haced las cual las buycais.

Dejad de solicitar,
y despues, con mas razon,
acusareis la afición
de la que os fuere a rogar.

Bien con muchas armas fundo
que lidia vuestra arrogancia,
pues en promesa e instancia
juntais diablo, carne y mundo.

* * * * *
This arrogance of men in truth
Comes armoured with all evil--
Sworn promise, plea of urgency--
O world, O flesh, O devil!

(trans. Robert Graves)

The outstanding poet in Mexico during its three centuries of existence as a colony of Spain was a woman, the nun Sor Juana Ines de la Cruz. The verses above, written during the late 17th century, are rondillas aiming critical barbs at the paradoxes of male arrogance toward women. A Chicana of today may find many of her concerns articulated here.

Se estan presentando nuevas leyes en diferentes estados, que se aprobadas obligarian a los trabajadores del campo a continuar en la miseria. Una ley en el estado de Arizona prohíbe todas las actividades de union durante el tiempo de la písca o temporada de trabajo. Así mismo declara ilegal toda manifestación pública o boycott de productos.

Nosotros nos unimos a Cesar Chavez y a los trabajadores del campo en la lucha por la dignidad y la justicia y declaramos nuestro **soporte** del boycott y nos comprometemos:

1. A no comprar lechuga.
2. A envolver a nuestros amigos y hermanos en la campana del boycott.
3. A no dejar en paz a las tiendas que no quisieran escuchar nuestro grito.

MONTANA State AFL-CIO, Executive Board:

"... WHEREAS, backed by the powerful American Farm Bureau, repressive state laws have been passed or are being sought to destroy the ability of the UFW to effectively represent farmworkers, RESOLVED, that we urge all our members and friends to refrain from buying "iceberg" (head) lettuce which does not have the Black Eagle UFW label imprinted on the sack in which the lettuce is offered for sale."

PENNSYLVANIA Governor Milton J. Shapp:

"... I hereby direct that all State Departments, Boards, Commissions and Agencies cease purchasing iceberg lettuce, and in its place purchase Endive, Chicory, Escarole, Romaine, Bibb, Boston or Leaf Lettuce."

WASHINGTON, D.C.:

The United States National Student Association passed a resolution calling for nation-wide organizing for the United Farm Workers Lettuce Boycott as "a legitimate tactic to bring justice to the lettuce workers".

OHIO Governor John J. Gilligan:

"... I think we can say very explicitly and very candidly that the struggle of César Chavez and his people is our struggle. We participate in it totally. Their effort is our effort and we share fully with them in everything they hope to achieve.

Beginning now, we're not going to buy anymore lettuce. We'll buy bib lettuce. We're not going to buy anymore iceberg lettuce.

BOYCOTT LETTUCE



CESAR CHAVEZ



STATE OF WISCONSIN
OFFICE OF THE GOVERNOR
MADISON, WISCONSIN 53702

PATRICK J. LUCEY

October 4, 1972
I would like to reaffirm my whole-hearted support for the United Farm Worker's Iceberg Lettuce Boycott, and to urge other citizens of Wisconsin to join me in supporting this worthy cause.

Sincerely,

Patrick J. Lucey
PATRICK J. LUCEY
Governor

SUPPORT VS CESAR CHAVEZ



Support VS CESAR CHAVEZ

I Support Your Non-Violent Efforts To Bring Justice To Migrant Farm Workers.

- I pledge not to eat lettuce. Unless it bears the United Farm Workers' Black Eagle label.
- I pledge to tell all my friends about the Lettuce Boycott.
- I pledge to raise the issue of the Lettuce Boycott wherever I see lettuce.

Please Send Pledge. Donation appreciated.

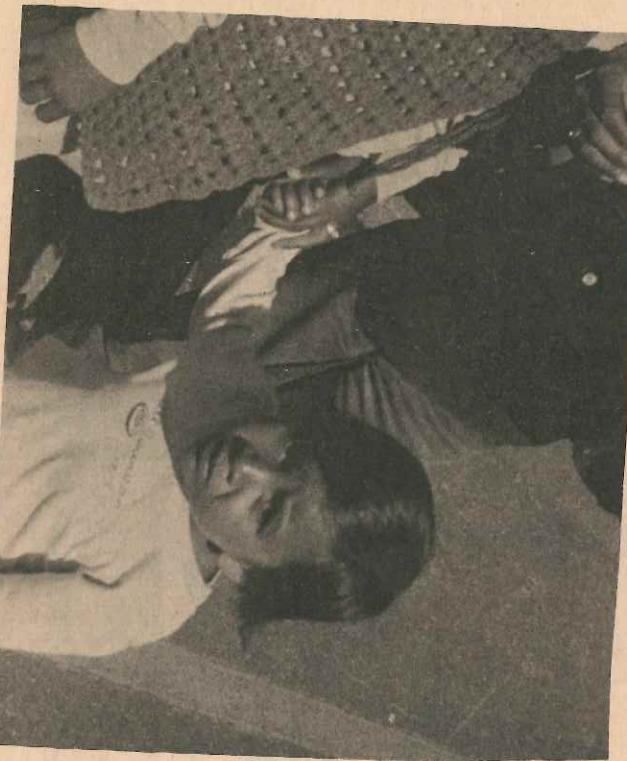
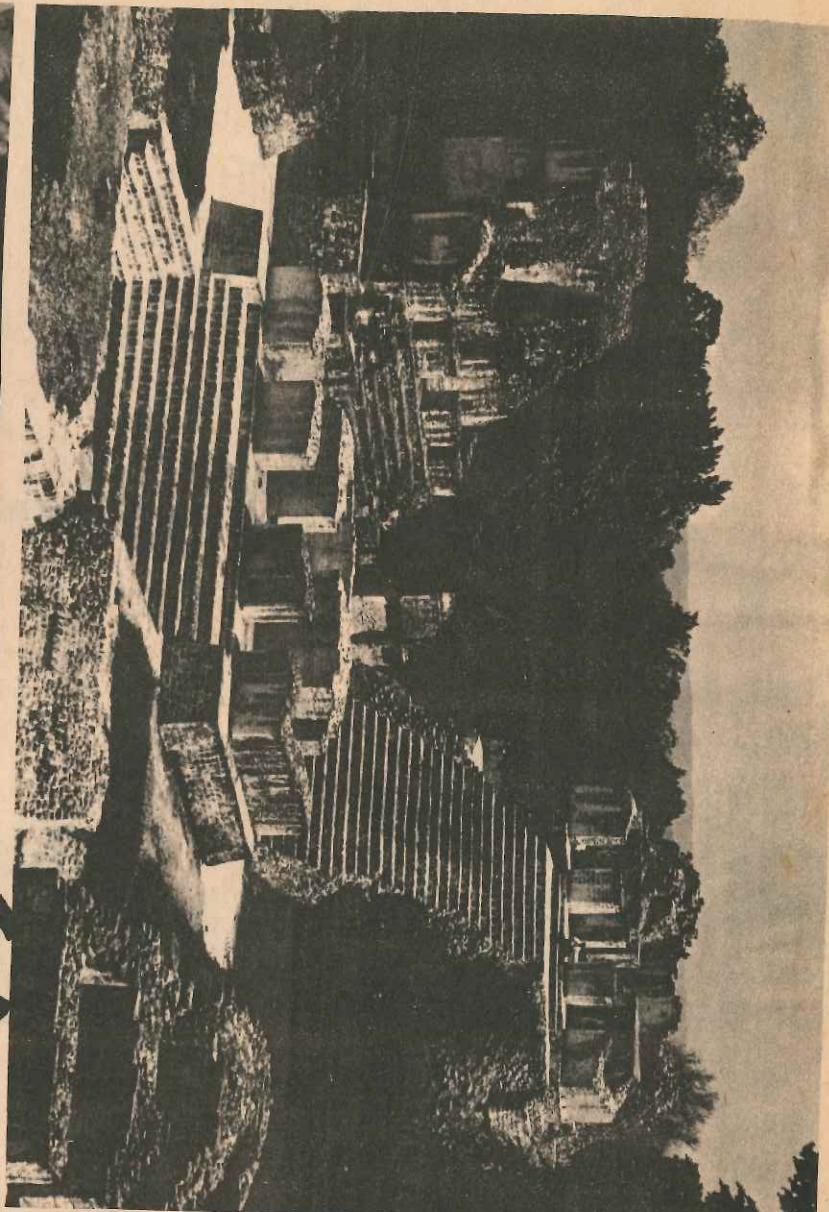
Ia Raza, Inc. for
Amigos de Los Campesinos
1919 South Behn Court
Appleton, Wis. 54911
(PHONE: 739-9704)



Farm workers are hard-working people who have been unjustly and systematically excluded from almost all of the safeguards and protections provided in legislation for workers in other industries. This basic fact of powerlessness has led to exceptional suffering, economic exploitation, and a terrible record of occupation-related death and disease, as well as the shortened life expectancy which is a consequence of migrancy and poverty. It is this deprivation which has led religious leaders to describe the plight of America's agricultural laborers as a badge of infamy for our nation.

Laws are being advocated in a number of states, and in congress, which would permanently restrict farmworkers to a second class status, unable to strike, boycott, or, in many cases, even vote in order to have a union of their own. I join them in opposing these laws and in pressing on for contracts with their employers.

CHICANOS



Lo Nuevo Móvil Justo Valiente Enraizado Está

PRÁCTICA de un Pueblo Glorioso

Sin sitio.

Está es una mitad de nuestro mundo
El Otro --
inmensas labores por el sol tostada
espaldas encorvadas;
sembrando siempre y segando
lo que jamás será nuestro.
Somos los Sinnombre. Entre
dos mundos.

Imperturbables Aztecas --

Polvorrientas llanuras,
explosión de montañas
ciudad en cenegal;
malignas y venenosas moscas --
algas verduzcas que flotan
en charcos de sacrificios y
oscuras sombras.

Quadrantes de piedra granita
que reposan en las cumbres
de pirámides que adoran el sol.
Hijos de Incas orgullosos.

CHICANOS

Dust of great plains, mountains, explosions,
Metropolis built on swampland;
Monte Albán's golden flies -- veined algae
Floating in murky sacrificial pools,
Ruby-haveled blocks of stone lying atop
Pyramids that worship the Sun.
Children of proud Incas, arrogant
Steel-coated Spaniards, stolid Indians --

This is one part of our world.

The Coming of Quetzalcoatl (detalle) por José Clemente Orozco, 1932, Dartmouth College

Lisa Proctor,
friend of La Raza
extolls the
beauties of the
Chicanos and
Aztec Cultures.

LISA PROCTOR



Hut and endless fields the other,
Bent backs
FOREVER sowing, reaping
What is not ours,

We are the Nameless Ones. Between
Two worlds
We find place in neither.